



School Quality Review Report

Harrison Primary Center

South Bend Community School Corporation

April 12-13, 2018

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Table of Contents

I.	Background on the School Quality Review	3
II.	Overview of the School Quality Review Process	3
III.	Data Snapshot for Harrison Primary Center	4
IV.	Evidence and Rating for School Turnaround Principle #1: Effective Leadership	7
V.	Evidence and Rating for School Turnaround Principle #3: Effective Instruction	9
VI.	Evidence and Rating for School Turnaround Principle #6: Effective Use of Data.....	10
VII.	Recommendations.....	11
VIII.	Appendix A: Evidence for Remaining School Turnaround Principles	16

I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Harrison Primary Center's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members, (2) observed a professional learning community meeting with teachers, (3) conducted 31 classrooms observations, and (4) interviewed school and district leaders.

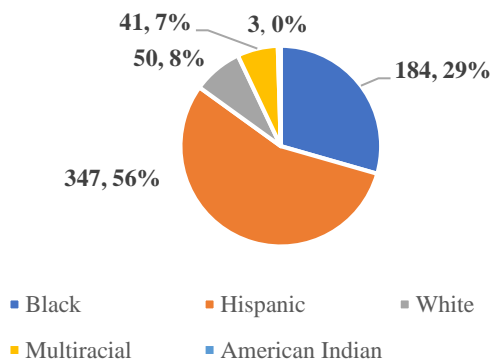
Prior to the visit, teachers completed an online survey, with 19 of 35 teachers participating. Parents and family members were also invited to complete a survey; 81 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Harrison Primary Center

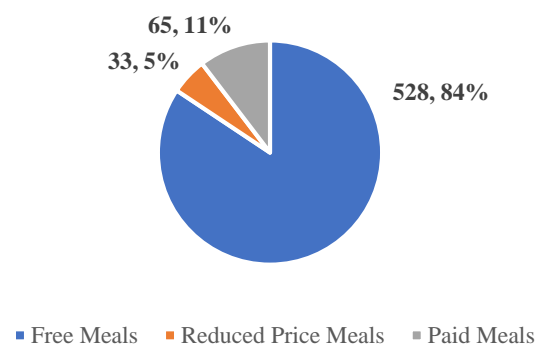
School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	21.10	0.5	10.55	Performance Domain Grades 3-8	18.20	0.5	9.10
Growth Domain Grades 4-8	86.10	0.5	43.05	Growth Domain Grades 4-8	95.70	0.5	47.85
Overall Points			53.60	Overall Points			57.00
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 626 students

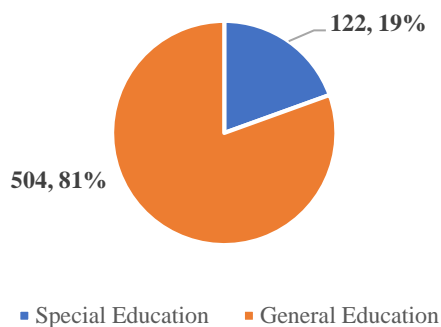
Enrollment 2017-2018 by Ethnicity



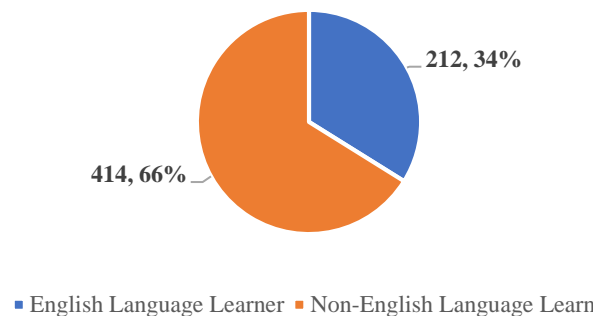
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2017-2018 by Special Education



Enrollment 2017-2018 by English Language Learners

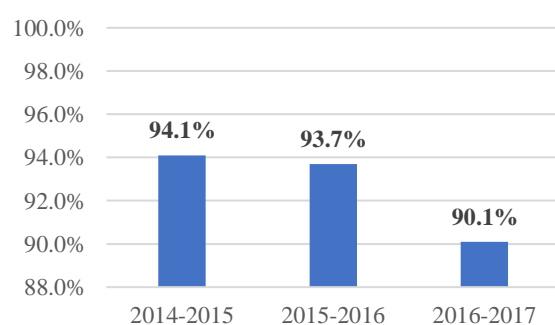


Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
K	93.2%	93.2%	91.8%
1	93.8%	92.6%	93.6%
2	94.2%	93.9%	92.8%
3	94.6%	94.5%	92.2%
4	94.8%	94.3%	93.7%

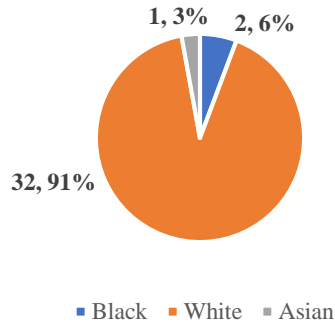
Attendance Rate Trend



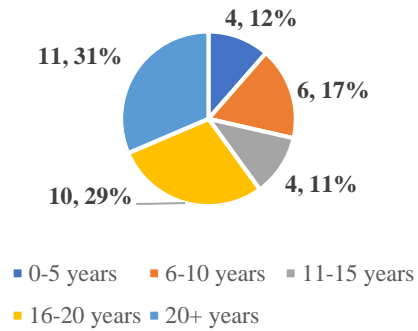
School Personnel

Teacher Count 2015-2016: 35

Teacher Count 2015-2016 by Ethnicity

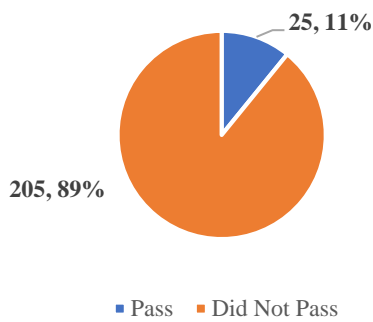


Teacher Count 2015-2016 by Years of Experience

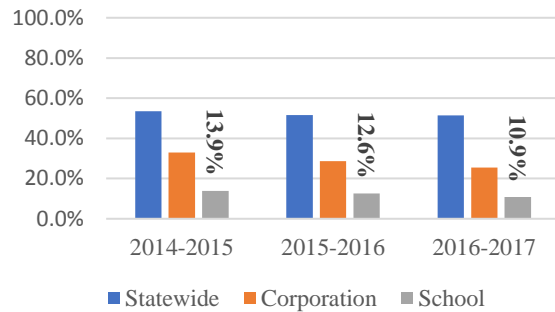


Student Academic Performance

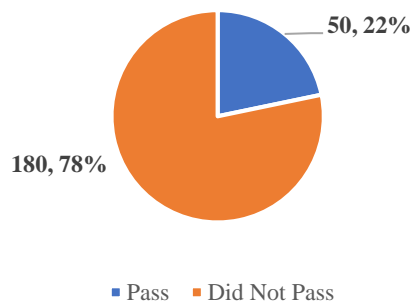
ISTEP+ 2016-2017
Both English/Language Arts and Math



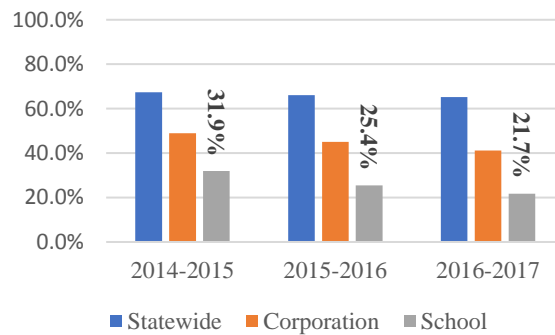
ISTEP+ Percent Passing Trend
Both English/Language Arts and Math



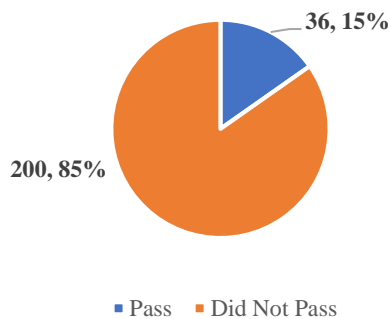
ISTEP+ 2016-2017: English/Language Arts



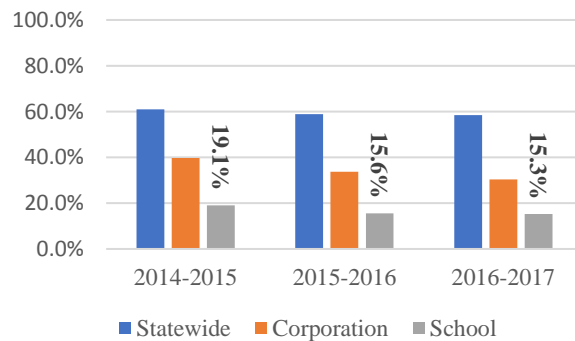
ISTEP+ Percent Passing Trend: English/Language Arts

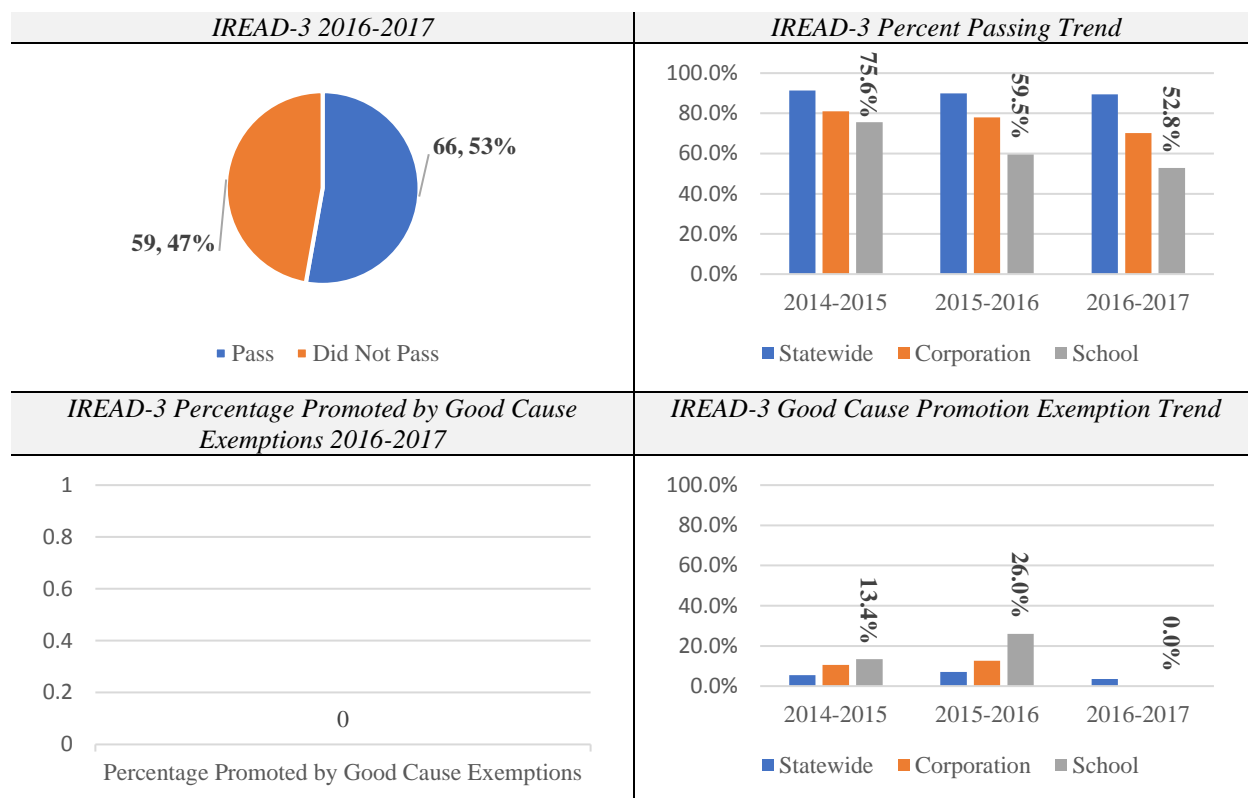


ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math





IV. Evidence and Rating for School Turnaround Principle #1: Effective Leadership

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #1: Effective Leadership			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> Based on conversations with the staff and artifacts provided to the team, the principal holds a strong belief in the academic potential of all students and communicates this belief to staff. 		<ul style="list-style-type: none"> 1.1, 1.4, 1.10, 2.1, 2.3 	
<ul style="list-style-type: none"> School leadership facilitates and maintains positive school-community relationships, helping to provide additional services to meet the needs of many students (e.g. Boys and Girls Club, 100 Black Men of Greater South Bend). 		<ul style="list-style-type: none"> 1.4, 1.10, 2.1, 8.1, 8.2 	
<ul style="list-style-type: none"> In 97% of the classrooms observed, interactions between teachers and students were positive and respectful, revealing the existence of classroom climates conducive to learning. 		<ul style="list-style-type: none"> 1.3, 1.4, 2.1, 2.2, 2.3, 3.6 	

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> • A clear and coherent vision articulating the school’s specific mission, goals, and necessary actions (e.g. decision-making) for effecting students’ academic growth and achievement could not be articulated by parents and staff. 	<ul style="list-style-type: none"> • 1.1, 1.2
<ul style="list-style-type: none"> • Although staff have been trained in a number of programs and initiatives (e.g. Data Wise Improvement Process), definitive and prioritized plans for developing staff capacity, using an on-going job-embedded process are not in place, based on conversations with staff and review of documents provided to the visiting review team. 	<ul style="list-style-type: none"> • 1.2, 1.4, 1.7, 1.9, 5.2
<ul style="list-style-type: none"> • District and school leadership have expectations for the employment of effective educational strategies, including differentiated Tier 1 instruction and analysis of data to drive instruction. However, well-defined processes for monitoring the presence and degree of effectiveness of these expectations are not evident. 	<ul style="list-style-type: none"> • 1.7, 1.9, 3.1, 3.2, 3.3, 3.5, 6.2

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Students' academic data are reviewed at grade-level instructional planning meetings and between individual classroom teachers and instructional coaches on a regular basis. 			<ul style="list-style-type: none"> 3.3, 3.5, 4.3
<ul style="list-style-type: none"> Student behavior does not hamper the learning environment. Students appear to follow conduct expectations and procedures as documented in 94% of the classrooms visited. 			<ul style="list-style-type: none"> 2.1, 2.3, 3.6
<ul style="list-style-type: none"> In 84% of the classrooms observed, students responded quickly to teacher's management techniques, preserving instructional time and attention for academics. 			<ul style="list-style-type: none"> 2.1, 2.3, 3.6
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Classroom observations revealed that more than half of the instructional time was leveraged on activities with minimal support for students' mastery of standards. Of the lesson plans reviewed during these visits, some referenced Indiana Academic Standards, but none stated clear and concise objectives as to what students would know and/or be able to do as a result of the lesson. 			<ul style="list-style-type: none"> 3.1, 3.2, 4.3
<ul style="list-style-type: none"> Students were observed using reading-based technology programs designed for remediation and reinforcement, as part of core Tier I instruction. 			<ul style="list-style-type: none"> 3.2, 3.3
<ul style="list-style-type: none"> Lessons incorporating rigorous depth of knowledge, addressing Indiana standards, and connecting to real-world scenarios were present in approximately 35% of classrooms observed. 			<ul style="list-style-type: none"> 2.3, 3.1, 3.2

VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

School Turnaround Principle #6: Effective Use of Data			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Regular collaboration time is scheduled for staff to focus on and discuss formative assessment data, as determined through conversations with staff, information gathered during focus groups, and artifacts provided by the school. 			<ul style="list-style-type: none"> 6.3, 7.3
<ul style="list-style-type: none"> Teachers have on-demand access to multiple forms of academic and behavioral data. 			<ul style="list-style-type: none"> 6.1, 6.2
<ul style="list-style-type: none"> School leaders have begun analyzing and sharing discipline data with teachers to inform their decisions and practices in student behavior management. 			<ul style="list-style-type: none"> 2.1, 6.1
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Little data was found to support the supposition that walkthrough feedback to teachers by school leaders translates into improved instructional practice. 			<ul style="list-style-type: none"> 1.7, 4.2
<ul style="list-style-type: none"> Based on discussions with staff and observations of an instructional planning session, staff gathers a variety of student achievement data upon which to base decisions. Yet, little evidence was found that data-informed instructional decisions are made with consistency within and across grade levels. 			<ul style="list-style-type: none"> 1.5, 1.6, 3.5, 6.2
<ul style="list-style-type: none"> No monitoring data was found that quantitatively measures the effectiveness of professional development initiatives and activities as they relate to improved student achievement. 			<ul style="list-style-type: none"> 1.9, 6.3

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Harrison Primary Center. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
It is recommended that a coherent vision and mission for the academic achievement of all students be developed as part of a systems-based framework for continuous school improvement. These should align with the district's vision and mission while addressing the contextual conditions of the school. Further, they should guide every aspect of school governance, serving as the basis for decision-making at all levels within and beyond the school. Continuous district support and guidance to ensure alignment between the school and district's visions/missions are essential for Harrison to reach its espoused vision.
Aligned Turnaround Principle(s)
1.1, 1.2, 1.3, 1.4, 1.10, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 5.2, 6.2, 8.1, 8.2
Rationale
<p>The Technical Assistance Team found Harrison Primary Center to be a school with great potential for success and marked levels of student achievement. Overall, students are courteous, respectful, and exhibit a desire to be at school. Parents and community members shared positive feelings about the school in their focus groups and surveys. Staff understand the importance of data. And, school and district leaders recognize the need and urgency for improved student growth and achievement. Unfortunately, these attributes were muted, as the school was also found to be in a state of organizational flux and uncertainty. Changing staff assignments, such as the principal being hired immediately before the beginning of the school year, and important district initiatives (e.g. restructuring) complicate the process of developing a systemic plan for continuous improvement, at the heart of which is a clearly defined vision and complementary mission for academic achievement. Not to be misunderstood, this is solely a finding based on observations; it is neither an aspersion toward restructuring efforts nor justification of documented areas for improvement. Thus, this recommendation and rationale are provided as potential courses of action resulting from the team's review and evidence-based practices in light of these conditions.</p> <p>Central to the school's purpose is student learning and central to student learning are the presence of: 1) a clear and coherent vision and mission for student achievement, 2) leadership that promotes, supports, expects, and monitors high quality instruction, and 3) the judicious selection and use of instructional tools and programs that result in increasingly higher levels of student achievement. Elements of each of these were found to be in need of improvement during the quality review. This recommendation pertains to the first element, while the following recommendations are addressed in 2 and 3, respectively.</p>

The specific vision and mission, to advance academic achievement for Harrison Primary Center, could not be ascertained during the visit. Inquiries of stakeholders and examinations of provided documents revealed no evidence of a clear and unified objective regarding students' optimal levels of academic achievement. (Goals are provided in the current school improvement plan. However, these are short-term “steps along the way,” albeit necessary to realize a vision.) A destination (vision) and roadmap (mission) are essential for schools to be successful in providing each child with the best possible educational experience. They guide the school in moving children from where they are, along an educational path to a destination where the school envisions them to be. Studies have revealed that exemplary schools follow missions that provide a challenging environment, focused on academic success.¹ Shaping this vision for academic success and ensuring that it remains at the center of school improvement efforts are responsibilities of school leadership – first at the building level, with guidance and support from district leaders. Therefore, it is recommended that a coherent academically-focused vision and mission be developed as part of a systems-based framework for continuous school improvement, with the intent that they govern every aspect of the school's operations and decision-making during continuous improvement cycles.

It is important to note that building a systems-based framework for continuous and comprehensive school improvement entails substantial change, requiring more than implementing a few initiatives, but a cultural shift in institutional values.² School improvement plans are the reason for and central focus of change, but they are not the totality of the process. The change process involves multiple phases such as: creating readiness, initial implementation, institutionalization, and plans for scale and sustainability.³ Further, it involves the alignment, improvement, and the integration of systems.⁴ Indeed, without considering this reality, the positive long-term effects of the recommendations, themselves, could be of limited value. Each recommendation in this report is not intended to be considered in isolation, but as part of the process for building a systems-based framework for continuous and comprehensive school improvement.

¹ Slate, J. R., Jones, C. H., Wiesman, K., Alexander, J., & Saenz, T. (2008). School mission statements and school performance: A mixed ... Retrieved April 23, 2018, from <https://www.bing.com/cr?IG=276FF7B21B864854957238A77D36F4AD&CID=0BC737E27A716CF41F943C097B7C6D56&rd=1&h=EDScffD-8HK9SOizGnnUXqWkITntz-CDknsFMY9a18&v=1&r=https://files.eric.ed.gov/fulltext/EJ832903.pdf&p=DevEx.LB.1,5522.1>

² Adelman, H. S., & Taylor, L. (2007). Systemic Change for School Improvement. *Journal of Educational and Psychological Consultation*, 17(1), 55-77. doi:10.1080/10474410709336590

³ Ibid.

⁴ *A Leader's Guide to System Improvement*. (2016). N. Redington Beach, FL: Jim Shipley & Associates.

Recommendation 2
Develop a coherent plan of action to assess teachers' instructional practices by using strategic and intentional observations. Such appraisals should compare that which is observed to a benchmark of high quality, evidence-based practices essential for effective Tier I instruction. Use timely and specific feedback to support and produce elemental improvements. Monitor these to ensure desired practices are implemented. Concurrently, work with the district to develop a comprehensive professional development framework for institutionalizing high-quality instructional practices. This should be designed around the specific needs of the school's staff (as determined through appraisals) and include on-going, job-embedded coaching.
Aligned Turnaround Principle(s)
2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6, 4.3
Rationale
<p>Simply put, schools are charged with educating students in a safe and secure environment. As a safe and secure environment might be thought of as the necessary condition, education should be considered the primary obligation. To the extent possible, these work simultaneously and synergistically to promote and sustain measurable academic growth.</p> <p>The Technical Assistance Team found evidence that the overall atmosphere at Harrison Primary Center is conducive to academic growth. No incidents of student misconduct, to a level that interfered with educational functions, were observed. To the contrary, 94% of classroom observations revealed compliance of rules and procedures by teachers and students. Additionally, 84% of the observations indicated that students responded quickly to teacher's management techniques. Parent surveys reinforced these findings, with 89% of respondents somewhat to strongly agreeing that the school is effective at maintaining a safe, orderly, and comfortable environment for parents and students. This is a commendable accomplishment and holds promise for Harrison Primary Center, given that a 2010 study of a city's urban elementary schools found increased standardized test achievement from 16 to 22% with the presence of perceived school safety.⁵ However, as stated above, safety provides the condition for, not the guarantee of, quality education.</p> <p>While the conditions for student achievement were present at Harrison Primary Center, the visiting team found significant deficiencies in a requisite level of high quality effective instruction, particularly at the Tier 1 level. Most of the observed lessons, as specified in the "Areas for Improvement" sections in the evidence tables above, lacked basic components of evidence-based pedagogy. Specifically, 1) lesson objectives and their bases in specific academic standards were unclear; 2) there was a prevalence of teacher-centered whole-group presentation, with no discernable differentiation present regarding students' unique and varied learning needs; 3) lessons and student tasks were of low-cognitive rigor and not conducive to optimal time-on-task (e.g. students cutting and pasting pictures to associate them with simple</p>

⁵ Duszka, C. (2015). The Effects of School Safety on School Performance. *International Journal of Education and Social Science*, 2(8), 29-37. Retrieved April 17, 2018, from file:///H:/Turnaround Research/Culture and Climate/The Effects of School Safety on School Performance.pdf.

vocabulary terms [“arm” in an upper grade level classroom]); 4) there were limited opportunities for students to discuss material with other students, particularly in ways that might clarify and deepen content relevance and real-world connections; and, 5) use of computer-assisted instructional resources were not strategically employed to reinforce and/or extend standards-based learning objectives. These observations by the Technical Assistance Team were echoed by parent survey data, which revealed that not all of the respondents believe teachers at the school prepare students for college and career ready standards.

A number of studies establish the correlation between quality of instruction and student achievement. Since instruction does not exist in a vacuum, but must be intentionally designed and employed, teachers must be adept at both. First and foremost, teachers must possess clarity about what students are to know, understand, and be able to do as a result of any and all lessons. When this is not clear to teachers, it is almost certain that lessons will not be engaging and that developed tasks will not promote mastery of required standards.⁶ That which is expected, however, must be inspected. If there is an expectation that teachers base lessons on objectives rooted in Indiana Academic Standards and that such lessons are delivered using evidence-based pedagogical practices, then systematic appraisal of these expectations, followed by concise feedback and support, must occur.

The school and district have taken steps to improve instructional practice. As part of the DataWise program implemented thus far in kindergarten and second grades at Harrison, instructional coaches have provided tools for classroom teachers to reflect on their own instructional practices. Specific emphasis has been in the teaching of reading. Anecdotal reports from the principal and instructional coaches indicate these efforts have resulted in the increased frequency of guided level reading instruction in some, but not all of the classrooms where the Data Wise process has been used. Although this is a positive move, information gathered during the school quality review found the absence of impactful mechanisms for bringing about necessary and meaningful improvement of Tier I instruction. That is, efforts aimed at increasing guided reading practices are showing some success, but pervasive evidence-based pedagogical practices are not present at levels necessary for marked student growth and achievement.

Teachers and the principal recognize the importance of Tier 1 instruction, given it is the focus of two goals in the school’s improvement plan. Despite such recognition, the school quality review team could not find evidence that current staff performance appraisal measures translate into improved instruction and consequent higher student achievement. Nor was there evidence that data gathered during staff performance appraisals provide direction for prioritized professional development initiatives (e.g. methods for differentiating instruction based on varied content, processes, and products). Monitoring instruction and using that information to improve instruction and guide professional development initiatives is the bedrock of continuous school improvement. For this to be truly impactful, however, school and district leaders must “be on the same page” in philosophy, direction, and purpose. Thus the reason for the above recommendation.

⁶ Tomlinson, C. A. (1999). *The differentiated classroom: responding to the needs of all learners*. Association for Supervision and Curriculum Development

Recommendation 3
As part of an established systems-based school improvement process, built on a framework of strategically developed resources and processes, devise protocols for the judicious selection and use of instructional tools and programs, with the intent that such result in increasingly higher levels of student achievement. As noted in the recommendation above, monitor staff use of tools and programs for fidelity of implementation.
Aligned Turnaround Principle(s)
1.5, 1.6, 1.7, 3.5, 4.2, 6.2, 6.3
Rationale
<p>The farther a good idea, practice, or product moves from its original source, the more diluted it becomes. Though highly effective, applicable, or relevant to its originator, the efficacy of a technology-based instructional support becomes less effective, applicable, and relevant as it passes through sales, adoption at a district or school level, implementation at the classroom level, and ultimate use by students. Unless the full capacity of a product is understood and embraced, compliance replaces capacity, and the product is used to satisfy expectations rather than improve learning. This was observed to be the case at Harrison Primary Center for one particular program.</p> <p>Evidence gathered by the visiting review team found this program used in connection with Tier 1 instruction when, in fact, the tool’s purpose is to reinforce learning for students at Tiers 2 and 3. Conversations with teachers revealed that students use the program to learn skills, relying solely on the computer for instruction, with little progress monitoring or scaffolded support from classroom teachers. During conversations with faculty, the program was referred to as an “electronic babysitter.” Other comments included: 1) it is hard to “keep track of everyone’s computers,” 2) there are “seven billion reports that you can pull up on your own,” and 3) that a teacher didn’t know what her children were being asked because the students wear headphones.</p> <p>The purpose of the above is to neither support nor refute the effectiveness of the product, itself, but to reinforce the premise made earlier that the full capacity of a program or product is not realized unless practitioners embrace and implement it with fidelity. Moreover, this reinforces the contention that increased, critical monitoring of instructional practices by school leadership, using district-sanctioned processes and support is necessary. Ultimately, it is the teacher (the most essential education resource) who possesses the unique understanding of each students’ academic, behavioral, and social-emotional needs. It is the teacher who then delivers instruction based on this understanding as well as a deep knowledge of cognition and learning. Finally, it is the teacher who offers feedback, peppered with praise and encouragement. As beneficial as any educational product or tool may be, it is the teacher who is the indispensable resource who manages such tools to orchestrate learning. Thus, it is incumbent on teachers to employ instructional supports as supplements, not replacements for core instruction. For this reason, it is recommended that protocols be developed to select and use such tools and that school leaders actively monitor this expectation.</p>

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #2: Climate and Culture	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.	
Evidence Summary	
Strengths <ul style="list-style-type: none">• According to parent surveys, 89% of respondents somewhat to strongly agree that the school is effective at maintaining a safe, orderly, and comfortable environment for parents and students.• The Technical Assistance Team found 94% of the classrooms safe and free from obstacles, with easy access to materials and resources.• High expectations exist regarding student behavior as determined by classroom visitations and observations throughout the building.	
Areas for Improvement <ul style="list-style-type: none">• The quality of instruction varies from classroom to classroom with differentiated instructional practices found in only 28% classrooms observed.• Based on conversations in the teacher focus groups, with the principal, and through the principal's self-assessment, there is an overall lack of high academic expectations for students by teachers with respect to academic progress. While operational expectations exist (e.g. turning in homework on time), teachers expressed doubt in students' capacity to reach high levels of academic achievement.• Based on discussions with staff and review of documents supplied to the visiting team, no quantitative data is used to determine the effectiveness of a social-emotional program (i.e. Mindfulness), specifically in regards to its impact on cognitive and social-emotional outcomes specified in the most recent Title I – 1003, Tier II Formula Application.	

School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.	
Evidence Summary	
Strengths	
<ul style="list-style-type: none"> Necessary instructional materials and equipment are provided by the district and school, so as to facilitate student learning. A consistent assessment instrument is used throughout the district that measures students' growth and achievement in reading, language arts, and mathematics, enabling teachers to better meet the needs of migratory students within the district. Evidence-based intervention programs are used for students who are two or more grade levels behind in reading. 	
Areas for Improvement	
<ul style="list-style-type: none"> A review of lesson plans and observations during classroom visitations by the Technical Assistance Team revealed inconsistent use of curriculum maps by teachers for unit and lesson planning. Protocols for vetting teacher-acquired instructional materials so as to ensure alignment with standards are not evident. No valid nor reliable formative assessment instrument is used to measure student's progress and achievement in mathematics. While the currently used instrument (Northwest Evaluation Association, or NWEA), provides achievement and growth data over specific periods of time (e.g. fall-to-winter, fall-to-spring, fall-to-fall, spring-to-spring, etc.), no such reliable instruments for monitoring progress toward mastery of state standards during interim periods is used. 	

School Turnaround Principle #5: Effective Staffing Practices	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.	
Evidence Summary	
Strengths	
<ul style="list-style-type: none"> At the beginning of the second semester, a cabinet was formed, consisting of the principal, assistant principal, social worker, cognitive intervention specialist (though currently a vacant position), and Family and Community Support Specialist to better monitor social-emotional and behavioral needs of students. The district maintains an assistant principal position for the building, in recognition of the school's need for additional support to continuously provide a safe, orderly, and equitable school environment for the 626 students and their families. 	

Areas for Improvement

- The cognitive intervention specialist, whose position became vacant at the beginning of the second semester, has not been filled (and no plans are in place to fill the position for the remainder of the year), causing increased daily counseling/intervention demands on administrative and office staff. Parents and staff expressed concerns regarding this matter.
- Although the school leader is more knowledgeable of the school's specific needs and is responsible for developing a staff whose instructional skills and interpersonal qualities best compliment the school's culture, the leader has limited authority in hiring school staff.

School Turnaround Principle #7: Effective Use of Time

Evidence Sources

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

Evidence Summary

Strengths

- School leadership recognizes flaws in the existing schedule and is working with district leadership to address such flaws, such as extending the school day next year.
- Adequate time has been allotted for remediation of students who require additional instruction.

Areas for Improvement

- According to the school leader and teachers, the current schedule affords inadequate time for grade-level meetings.
- Due to time constraints and the structure of the schedule, vertical (grade-to-grade) collaboration opportunities are inhibited.

School Turnaround Principle #8: Family and Community Engagement

Evidence Sources

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Student Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

Evidence Summary

Strengths

- The Community-School Coordinator works closely with local agencies and organizations (e.g. United Way, Boy/Girl Scouts, YMCA, etc.) to provide wraparound services for families of students.
- Parents and community members indicated they believe the school is safe for students, staff, and visitors.
- The school works closely with the Boys and Girls Club to sponsor an afterschool program which provides time for students to complete homework under the supervision of adults.

Areas for Improvement

- According to parent surveys, not all respondents somewhat to strongly agreed that “teachers at the school prepare students for college and career ready standards.”
- According to information gained during parent and student focus groups, afterschool activities for students are limited. Group participants expressed a desire for additional activities such as those involving music and science.
- No participants in the family or community focus groups could articulate the school’s vision for academic improvement and student achievement.